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ABSTRACT

This paper provides an overview of mentoring in psychology, and includes the components of teaching, modeling, guiding, sponsoring, and counseling. The contributions of mentors toward the professional success of men and women in business, medicine and education are discussed. The materials suggest a need for further research because the literature review revealed no specific writing on the role of mentoring in the development of professional psychologists. Throughout the paper an annotated bibliography of books and journal articles dealing with the importance of mentors in career development is provided. (Author/JAC)

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The Role of Mentoring in the Development of Professional Psychologists[1]

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Introduction

A number of professions including business and medicine have recognized the importance of the mentor-mentee relationship for a young person's professional development. In his book, The Seasons of a Man's Life, Daniel Levinson has written the most extensive description of mentoring to date and its impact on adult development. His description of mentoring includes the components of teaching, modeling, guiding, sponsoring, and counseling. He associates the absence of a mentor during the individual's 20's and 30's with various kinds of developmental impairments and with problems of individuation in mid-life. The absence of a mentor for a woman can have similar negative effects on her career and development of her self-image. Having a mentor is generally seen as a strong contributor to the professional success of both men and women.

Levinson, D. J., Darrow, C. M., Klein, E. B., Levinson, M. H. and McKee, B. The Seasons of a Man's Life. New York: Ballantine Books, 1978.

This book emphasizes stages of male adult development. Within this context the authors focus on the importance of the mentoring relationship during the individual's 20's and 30's. Mentor, used in its narrowest sense, means teacher, advisor or sponsor. In the broader sense, mentoring is defined in terms of the character of the relationship between the mentor and the protege. The mentoring relationship is a love relationship in reaction to the protege's and mentor's time of need and proximity to one another. Mentors tend to be both parent and peer and serve as a transitional figure in fostering the young person's development from child to adult. The mentor is typically eight to fifteen years older than the protege and represents skill, knowledge, and accomplishment. As the relationship grows, the give and take becomes more balanced and mutual.

Finally, in the protege's middle or late thirties s/he gives up all mentors. Levinson suggests that the absence of a mentor can seriously hamper adult development and individuation. 339 references.

Mentoring in the development of professional psychologists has received scant attention in the literature. The mentor relationship has been observed in terms of the mentoring factor in the therapeutic relationship (Burton, 1979). In the middle to later stages of therapy the client may come to see the therapist as a mentor and begin to work with the therapist more collaboratively to generate alternatives for change.

Burton, Arthur. The mentoring factor in the therapeutic relationship, The Psychoanalytic Review, 66(4), 1979, 509-517.

Burton's article provides the reader with a description of the mentor-mentee relationship and offers a parallel between the mentor-mentee relationship and the therapeutic relationship in psychotherapy.

The mentor-mentee relationship is seen as an important developmental aspect of adult life. A mentor provides the mentee with guidance, advice and protection and adds a special dimension which Burton labels a "blessing." The mentee reciprocates with respect, gratitude, as well as admiration and identification. The mentee strives to internalize the richness of the exposure to the mentor.

This description is related to the therapeutic relationship especially in the later stages. Whereas not all therapeutic relationships have the mentor-mentee aspect, a recognition of the phenomenon helps to create a lasting effect creating successful therapy outcomes. Occurring during the middle to later stages in therapy, analysis becomes congruent with the client's perception of change and integration. A shift takes place as the client generates more action and becomes more of a collaborator with the therapist. The relationship takes on psychosocial quality and operates in a trainer-trainee fashion at times. The stages of the mentoring phase are outlined by Burton.

Burton concludes with a discussion of the dangers of accepting the mentoring aspect. There is danger in foregoing the therapy relationship and creating the mentoring as a primary function. The mentoring experience offers a sound developmental aspect to the growth of individuals with therapy when recognized and acknowledged. 7 references.

The effects of modeling in professional development of psychologists have been highlighted by Pierce and Schauble (1970) who've termed the impact of the supervisor as the most critical influence on therapists in training. They comment that supervisees often model themselves as counselors from what they experience in supervision. This supervisory relationship has essential elements of mentoring when the supervisor takes a personal interest in the student and their career and offers guidance and sponsorship to that protege.

Pierce, Richard M. and Schauble, Paul G. Graduate training for facilitative counselors: The effects of individual supervision. Journal of Counseling Psychology, 1970, 17(3), 210-215.

The authors contend that the individual supervisor of graduate counseling students has the most potential for impact on the facilitative functioning of the student. While there are most certainly other sources influencing therapeutic growth in graduate school, the individual supervisor is a highly critical variable. In this study only students of high-level supervisors demonstrated positive change toward facilitative functioning as a therapist. The modeling effect of a supervisor is an important component of learning. 9 references.

In our opinion, the role of mentoring for professors and supervisors of psychology students should not be overlooked. This would include taking the student "under one's wing", introducing him/her to the professional world of psychology, sharing wisdom, providing constructive criticism and sponsoring the student until such time that they no longer need or wish the mentoring relationship to continue. Psychology students would look to a mentoring

relationship only with those older professionals whom they view as having qualities the newcomer aspires to, namely skills, knowledge, and accomplishment. The mentor may serve in this role by inviting a promising student to enter training in psychology or aid in their training once they have arrived. Obviously this unique relationship is not possible between every professor/supervisor and student. But, to the degree possible, the richness of this type of sponsorship should be emphasized to professional psychologists so that they can understand its importance and place in the professional development of young psychologists. College is a time for formal educational learning and interpersonal/social learning as well. The mentor-student relationship can provide the student with a positive approach to learning to function with others in psychology.

In view of the limited writings on mentoring in psychology it may be helpful to observe ways in which the corporate world has described the role of mentoring for young professionals. Generalizations can be made to the training of professional psychologists and the role of the professor/supervisor in relation to graduate students in psychology.

The following writers have emphasized the impact of mentoring in the professional development of women and men executives:

Phillips, Linda L. Mentors and Proteges: A Study of the Career Development of Women Managers and Executives in Business and Industry. Unpublished Doctoral Dissertation, University of California, Los Angeles, 1977.

In her study of 331 women managers and executives the author explores the effect various people have had on the career development of these women, in particular, the role of the mentor in helping them define and/or reach their life goals. Phillips distinguishes between primary and secondary mentors. Primary mentors are viewed by their proteges as going out of their way to help the mentee reach their life goals. These mentors possess the status and experience necessary to do something for the protege and are concerned with the young worker's total adult development. Secondary mentors are more numerous and according to protege's they exhibit less caring and emotional involvement. Their efforts are most expected and "businesslike". They are more concerned with the protege's career development and less likely than primary mentors to be involved with the total adult development of the protege. The author contends that mentoring consists of a relationship of shared interests, attitudes and needs. Timing is crucial in order to provide the protege the permission-giving needed to help them act on their inner desires, needs, and capabilities. The nature of the help provided must be seen as both appropriate and helpful by the protege. 146 references

Roche, Gerald R. "Much ado about Mentors." Harvard Business Review. Jan.-Feb. 1979, pp. 14-28.

A discussion about the influence of mentors in the development of executives is the primary emphasis of this article. Current data was collected in 1977 in a study of top executives. Men and women were asked to respond to questions regarding relationships between mentors and proteges. Included in the survey were questions regarding relationships between mentors and proteges. Included in the survey were questions regarding position currently held, personal data and compensation information.

The major points of the survey indicate that almost two-thirds of those who responded to the survey have a mentor. One/third reported having had 2 or more mentors. In addition to this information, the results revealed that those having mentors report more earnings at a younger age, are better educated, follow career plans steadily and report the establishment of proteges. These types of relationships have become more prevalent over the last 20 years.

Major trends indicate that younger executives having mentor relationships create a "ripple effect", as they in turn establish a protege relationship. Women, according to Roche, tend to establish more mentor relationships than men. Overall, executives report gains in employment and report satisfaction in the chosen career when engaged in the mentor relationship. 8 references

Collins, E. G. C., Scott, P. "Everyone who makes it has a Mentor," with F. J. Lunging, G. L. Clements and W. S. Perkins. Harvard Business Review, July-May 1978, pp. 89-101.

These interviews follow the sequence of leadership within the Jewel Tea Company from Hancock in 1931 to Perkins at the present time. By collecting information concerning three men's journeys to leadership, the interviewers establish the current management technique of sponsorship within these men's lives. Sponsorship as it relates to a mentor type relationship begins with the established relationship in which the older mentor provides direction, challenges and a "strong emotional exchange for the mentee." This goes on to create a bond of responsibility and promotes leadership. The idea of sponsorship is compared to a parenting function and is considered an important management technique for business.

Included within these three interviews is a strong emphasis on confidence, friendship and bonding which has existed for each in their professional development. 0 references.

Zaleznik, Abraham. Managers and leaders: Are they different? Harvard Business Review, May-June, 1977, 67-68.

This article describes the differences between managers and leaders. The author points out the psychological biographies of gifted people repeatedly demonstrate the crucial role the mentor plays in the development of an individual. He describes mentors as being willing to take risks with younger workers. They risk emotional involvement which may or may not pay off. Due to their own confidence and sense of achievement, they do not fear their protege's aggressiveness rather they encourage the younger person's initiative. The mentor's personal influence and one-to-one relationship is highlighted in the development of a leader rather than a mere manager. In the author's view this relationship promotes a culture of individualism. 17 references

Since until recently the mentoring relationship has been primarily between men, women entering the corporate world have experienced some difficulty moving from middle-management to top level executive positions. Attempts have been made in the following articles to describe ways in which the mentoring relationship can facilitate upward mobility.

Hennig, Margaret and Jardim, Anne. Women executives in the old-boy network. Psychology Today, January 1977, 77-81.

The authors describe ways in which women have been excluded from the upper ranks of the corporate world. The norms and styles of behavior among executives have grown out of a distinctly male culture. This article cites the questionnaire results from 3,000 women and 1,000 men in business who have revealed their differing perspectives on the world of management. Women develop different personal strategies in their careers partly because of their lack of long-range goals. By concentrating on their current jobs women miss the cues and the knowledge of how one works up through the corporate hierarchy. Women tend to focus less on their bosses' expectataions than do men. They tend to say, "This is who I am--like it or leave it". The authors present their assumptions on how these differences arise out of differing socialization patterns between young boys and girls. In addition, they present a list of twelve suggestions for making room at the top. 0 references.

Sheehy, Gail. The mentor connection: The secret link in the successful woman's life. New York, April 5, 1976, 33-39.

This article describes the mentoring relationship between successful women professionals and their male mentors. The author notes the impact of having a mentor on normal adult development. The absence of a mentor can prove to be an enormous developmental handicap and fewer mentors are available for women than for men. Often when a man becomes interested in guiding and advising a younger woman an erotic interest accompanies and complicates their association. Margaret Hennig's 1970 study of 25 high-level women executives is cited wherein all 25 reported attaching their early careers to a male boss. Each woman initially subordinated all other relationships to her mentor. At around age 35 she rejected his absolute power over her as part of the developmental task of integrating her emotional, nurturing, and sexual side with her professional life. These women in Hennig's study who did not experience this midlife crisis and subsequent integration reported being frozen in middle-level management positions. They remained dependent on their male mentors until they were discarded by them. Sheehy concludes that just as a child must eventually outgrow their parent in order to gain independence so, too, must the apprentice repudiate the mentor. 0 references.

Woodlands Group, The. "Management development roles: Coach, sponsor and mentor. Personnel Journal, 59(11), 1980, pp. 918-921.

The article outlines three management development roles, their distinguishing characteristics and function. "The Coach" role is depicted as involving a rich interpersonal relationship and such systems as performance appraisals, assessment and career planning. Tasks performed by coaches include: the setting and challenges for subordinates, setting goals and giving feedback, counseling subordinates, performance appraisals, provision of positive feedback and positive reinforcement and preparation of subordinates for promotion.

"The Sponsor" is seen as the promoter of rising talent. Sponsors: get people's names onto promotion lists, recommend people for assignments, mention people with potential for existing opportunities, apply pressure to get proteges considered, advise proteges, and seek opportunities for proteges. Sponsors need not even work for the same company as their proteges. Proteges, however, may be seen as "brown nosers" by peers.

"The Mentor" is seen as the subtlest and most significant of the three roles. The mentor is described in terms of highly involved personal development, and the relationship between mentor and mentee is described as caring. Mentors are seen as guiding, directing and developing others. The relationship is generally spontaneously occurring and as otimally, existing outside the normal supervisor-subordinate pattern. The hallmark of the relationship is seen to be great intimacy, sharing of feelings and values, and comprehensive self disclosure. The authors note that this intimacy may explain the failure of some female managers who can find no mentor. Coaching and sponsoring of females is encouraged by EEO, but the intimacy inherent in the mentor-protege relationship may discourage potential male mentors.

The article goes on to discuss how these roles can be developed and the appropriateness of the assignment of such roles. 0 references

The medical profession remains largely a men's world with the exception of nursing as a career. Same-sex mentoring is discussed in the following articles as a means to model the integration of personal and professional roles. The mentor-protege relationship is viewed as one method of preventing feelings of professional isolation.

Schorr, Thelma M. "The Lost Art of Mentorship," American Journal of Nursing, November, 1978, p. 1873.

In her editorial, Schorr reflects that many nursing graduates feel a sense of disillusionment with their chosen field after only a few months on the job. Schorr explains that circumstance is similar to being "burned out." Likewise, older nurses find themselves less willing to sacrifice and begin to "cut corners." This is usually accepted practice or the nurse leaves the profession.

A solution to this according to Schorr is recapturing the art of mentoring. This sets up a system whereby the once isolated younger nurse reaches out to the more mature experienced nurse for counsel. Likewise, the mature nurse can find an extention of learning and added professionalism to the field of nursing. This art is a "blending" of the experience gained from working in the field and a theoretical base gained from dydatic educational efforts. 0 references

Roeske, Nancy A. and Lake, Karen. Role models for women medical students. Journal of Medical Education, 1977, 52, 459-465.

This articles describes the desire of women medical students to have contact with a female physician during medical school training. Due to the small number of women physicians, few women students have had the opportunity to know a female doctor before entering medical school. In the author's opinion, contact with a female role model would enhance the students' integration of their feminine self-concept with the physician role. Questionnaires were mailed to 192 women medical students asking them their interest in taking an elective course from a female physician. Ninety-nine percent of the first year students expressed such an interested while only 66 percent of the fourth-year students did so. Many women expressed reservations about seeking the elective experience merely to be with a woman. Selection criteria listed included the physician's knowledge, teaching ability, and type of experience with patients. Women students' anxiety regarding a physician's responsibility for patients resulted in their seeing the competency and not the sex of the teacher as being most relevant to their educational objectives. 15 references

Socialization into a profession typically occurs during graduate school training and in the first decade on the job. Access

to stimulating colleagues who subsequently may serve as mentors is limited for women professionals. The following article highlights professional consequences of these limitations.

White, Martha S. Psychological and social barriers to women in science. Science, Vol. 179 (3956), 1976, 413-416.

The article examines the professional socialization of women scholars at the Radcliffe Institute. The author seeks to explain the components of women's identity as a professional. A feeling of competence was found to be insufficient in predicting a sense of professionalism and future productivity. Participation in the Institute provided access to stimulating colleagues. This fellowship with its recognition and acceptance made the significant difference in whether the woman felt like a professional and made a strong commitment to her future work. Women are frequently excluded from socialization into the scientific profession because of the multiple roles they hold, the interruptions in their careers and geographical moves to be with their husbands. The author notes the hesitancy of some older male professionals to encourage a younger woman to be his protege. He may see her as less than a good gamble. The "protege system" is common among the upper echelons of scientific fields. During graduate school and the first decade on the job one learns the trade secrets of the field. This is the period of time when the person learns how to behave in ways that are regarded as "professional" by others in the field. This consists of learning the roles, values, and attitudes of the profession. Feelings of competence during this stage are gained partly from the appraisals of others. Once competence and a sense of feeling "professional" is gained the individual can seek their own way of doing things. Women are often barred from this protege and socialization process, consequently hampering their progress as professionals. More flexible opportunities for professional participation are suggested to meet the unique needs of women professionals. 15 references

Student personnel professions can benefit from the presence of a mentor as described in the following article:

Schmidt, Janet A. and Wolfe, Janice S. The mentor partnership: Discovery of professionalism. NASPA Journal, Winter 1980, 45-51.

The article describes the functions of the mentor in student personnel work, the guidelines for selecting a mentor, the rewards of the mentor-protege relationship and research pertaining to women professionals. The authors define the primary function of a mentor as acting as a role model who demonstrates a high level of performance worthy of imitation. As a role model s/he provides the newcomer with standards of behavior and professional activity compatible with self perception and professional expectation. Acting as a consultant/advisor, the mentor can heighten the proteges' understanding of the overt and covert political dynamics in the organization. The mentor who is an example of a well-integrated professional can support and challenge the new professional to find a balance between personal and job responsibilities. As a sponsor, the mentor can help the protege make connection with the profession's informal network of influence and ideas. The author's delineate factors important in selecting a mentor. These include: the prospective mentor's interest in the protege's professional development; the mentor's possession of a diverse range of professional interests and activities; and a similar or shared value system. Discussion of the important function for aspiring women professionals highlights the undesirability of establishing a romantic component in the male/female mentoring relationship. The lack of mentors for aspiring professionals, particularly women, is viewed as a dangerously limiting condition. 8 references

As educational budgets are increasingly limited the mentoring relationship is seen as a solution for creating a dynamic learning environment for gifted and talented students.

Runions, T. "The Mentor Academy Program: Educating the Gifted/Talented for the 80's." Gifted Child Quarterly, 24(4), 1980, pp. 152-157.

Due to the increasing need to limit allocated funding in the structure of the school system, Runions offers a viable solution of involving mentor in the teaching roles of the gifted and talented students. The rationale for a program of this nature is discussed

and the responsibility remains with the student and mentor in an equal relationship in the process of learning.

The mentor program format is contrasted with the tutoring construct. The tutor concept involves a structured program format whereas the mentor program format creates a match between tutor and tutee and develops an environment for support, open lines of communication and the creation of learning relation.

The article concludes with a description of the Mentor Academic Program (MAP) held in a Canadian high school. The program is divided into 4 phases, and is designed for 10-12 graders who demonstrate high levels of achievement. Each phase is designed to foster and develop basic thinking skills and creativity. In the final stages mentor exchanging takes place with the students involved and local professional persons.

Runions' basic assumption relies on the equation "People=People," in which he believes learning is a people centered process involving mentoring. 6 references

Conclusion:

The value of mentoring has been repeatedly emphasized in the development of young professionals. Aspects of the mentor-protege relationship add to the total adult development of young professionals. The positive qualities of mentoring can facilitate the professional development of psychologists. The training of young psychologists and the professional experience of psychology professors and supervisors can be enhanced within the framework of mentoring. The more willing psychology faculty supervisors and students are to make a commitment and risk being a mentor or protege, the more chance there will be to enhance their careers and lives in general.